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ABSTRACT

This document reports on parent and elementary pupil expectations regarding participation in a Big Brother-Big Sister type program. The parents and students included were all new to the program and experiencing the relationship with a Big Brother or Sister for the first time. In the program a community volunteer befriended a youngster at the elementary or junior high school level; generally school personnel saw the need for such a relationship and suggested it to the family. In brief, the results from the study were: (1) the parents generally welcomed this type of relationship for their child; (2) all the children interviewed were very happy and enthused at being in the program; (3) the volunteers were taking advantage of the numerous activities offered them by local agencies; (4) relationships between children and volunteers, generally, were developing into true and honest friendships; and (5) every parent felt his child had gained in at least one respect from the Big Brother-Big Sister Program. Some parents felt their children were doing better in school, getting over shyness, and benefiting from the program in other specific ways. (Author/PC)

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Evaluation of the

Eugene, Oregon Big Brother-Big Sister Program

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Summary and
Evaluation Report

Objectives:

School District 4J is presently engaged in a volunteer program called the Big Brother-Big Sister Program. The program is based around the idea of a community volunteer befriending a youngster at the elementary or junior high school level. Generally the counselor, teacher, social worker, or other affiliated personnel saw the need for this type of relationship and suggested it to the family.

A yearly evaluation is conducted to check on if and how the Big Brother-Big Sister relationship has helped the youngster in his or her family, school and social life. It could also be called a type of reality check for counselors, program staff and teachers to see if the program is meeting the needs of the client population.

This year the evaluation has its focus on parent and student expectations from the child's participation in the program. The individuals involved were twenty elementary level children, and their parents or guardians, who entered the program prior to December 1, 1973. The children must have been enrolled in one of the four schools (Lincoln, Patterson, Whiteaker, Laurel Hill) that qualified for Title I, PL 89-10 of ESEA. The data were gathered by interview technique with a pre- and post-interview for the parents or guardians and a single interview with the student. A pre-interview with the parent or guardian was conducted in January after their child or children entered the program. This interview enabled me to find out what expectations these parents had upon entering the program. In February an interview was conducted with the children. This was done at school on a one-to-one basis so that I could develop rapport with the child which then helped me, hopefully, to get an honest, candid response. In this interview I wanted to find out such things as the activities the two are involved in, if the child enjoys this relationship, and if so, why. A post-interview was conducted with the parents or guardians in May to collect feedback on if the initial reactions and expectations still hold true, and how the child's relationship with his or her volunteer was developing. (To get a full scope of the interview questions, turn to Appendices 7-9.)

Results:

Very briefly, the results are: (Material evidence to back these statements can be found in the context of the evaluation report.)

1) Generally speaking, the parents welcomed this type of relationship for their child. Most all the parents saw a need for a special friend for their child.
2) In the initial interview all the parents or guardians indicated positive feelings in their reactions to and expectations of the Big Brother-Big Sister Program. With the exception of 25 per cent, all the parents still had positive feelings about the program and their child's participation in it after the second interview in May. Many of their initial expectations had been fulfilled--and it was gratifying for them to see their child so happy. The five exceptions were children that had to drop from the program because of lack of time that could be spent on the part of the volunteer.
3) All the children that I interviewed were very pleased to be in the program. I was able to detect this by the bubbly, enthusiastic expressions on each face when they told me about their Big Brother or Big Sister. Even the children that were experiencing difficulties with their volunteer had not soured on the program. Their only hope was to get a new volunteer that could spend more time with them.
4) When talking with the children I could clearly see that the Big Brother or Big Sister was taking advantage of the numerous activities offered them by local agencies. Each child experienced a variety of outings--not the same "old thing" repeatedly.
5) I could see, as well as the parents, that the relationship between the child and the volunteer, generally, was developing into a true and honest friendship.
6) Every parent that I spoke with felt that their child had gained in at least one respect from being involved with the Big Brother-Big Sister Program. Many parents felt just having their own special friend had helped their child. Others felt their children were doing better in school, getting over shyness, and in other ways benefiting from the relationship with the volunteer.

Parent Response (Pre):

To begin, I would like to present a typical interview of the parent or guardian to show the extremely positive response to the Big Brother-Big Sister Program. The proper names used in this narrative are strictly fictitious.

As I get out of the car I observe a very old and worn-down house in front of me; the yard is struddled with wood, beat-up bikes, and a myriad of worn out weather-beaten toys. As I approach the door the animals greet me with friendly licks and affectionate rubs against my legs. As I knock on the door I hear the blare of the weekday television serials. The door opens and there appears a friendly but tired face. "Good afternoon, I am Diane Glass from the Big Brother-Big Sister Program." "Oh, yes! I have been expecting you, please come in." As I walk in, I notice around me a few odd pieces of very used furniture but there in the middle of the living room a beautiful color television. I am offered a cup of coffee and while the woman is in the kitchen I flash on the reason behind the color television--the family's only outlet to recreation, generally speaking. She enters with the two cups of coffee and we exchange a few words about the weather and how she hates for Johnnie to come home after he has been out in the rain and the mud. "Please excuse the way the house is--I just can't seem to keep it cleaned up." I smile and reassure her that mine is just as bad. "Well, Mrs. Long, I have a few things I would like to talk with you about and to begin, could you tell me how you first learned about the Big Brother-Big Sister program?" "Well, let me think back--oh, yeah, the school counselor, Mr. Tom Smith, told me about it because Johnnie was having problems with kids and his teacher at school. He is kind of a trouble maker and likes to tease." "Well, when Mr. Smith suggested it to you, what was your reaction?" "I thought it was a marvelous idea, because I know Johnnie needs to have a special friend, an older guy to look up to and do things with. See, he don't have a father and there are some things a mom can't do or talk about with her son." "Did you ever feel pressured to put Johnnie into the program?" "No! If anything, I pressured your people to let him in." "Okay, now that Johnnie has his Big Brother, what do you hope happens in this friendship?" "Well, I hope that they become good, honest friends and that Johnnie can have someone special to look forward to each week." "This is a beautiful thought, Mrs. Long, and I hope this will happen

between Johnnie and his Big Brother. Do you have any special things you would like to have Johnnie get out of the friendship?" "Yes, I do! I hope he can gain some self-confidence, maturity, and develop outside interests. See, his Big Brother can take him places that I could never take him, like to the show, on hikes, skating, and to basketball games." "Where did you first meet Johnnie's Big Brother?" "At my home. The counselor, Mr. Smith, brought him over and introduced him." "Well, how does the friendship seem to be going?" "Oh, very well. I wouldn't trade this program for anything in the world. It is a beautiful thing, this friendship between Johnnie and his special guy. I can see a change in him already--in only one month!" "Boy, I am really happy that you are so pleased. Let's say you ran up against a problem with the volunteer. Who would you turn to for help?" "Well, if it wasn't too drastic; I would try to handle it myself. After all, it is my son and his friend." "Well, thank you very much for letting me visit with you and you have been so helpful." "Well, you come in anytime. I am always home and in need of company. Say, how would a friend of mine get her girl into the program--I have been raving about it to her." "Well, have her talk to her school counselor and she could even call the Big Brother-Big Sister Office for more information about the program. Do you have that number?" "Oh, yes. Right here in my phone book." "Well, thanks again for the coffee and the visit." "You bet. Anytime." "Bye, now." "Bye." As I walk down the chipped cement stairs and across the torn up yard I think to myself, now there is one beautiful lady. She may have only the bare essentials of life, but she really tries to make the best of it.

The following is a summary of the entire pre-parent data interviews. In taking a look at the data gathered in this first set of interviews, a clear picture can be drawn on the overall opinion of the Big Brother-Big Sister Program. The general feeling towards the program was very positive.

The interview questions 1 through 3 deal with confidential information (i.e., name of parent, age of child, name of child, and name of school) and will not be entered in this report.

The responses to questions 4 through 9 were as follows: Question 4 deals with how the parent or guardian learned of the program -- nearly all of them were contacted through the school counselor. Question 5 asks the parent's first reaction to the program, the greater percentage thought it was marvelous and possibly the best thing that happened to their child. Question 5-a asks if any of them ever felt pressured into the program and all but one parent responded No! Questions 6 and 7 deal with parent expectations from their child's participation within the program. The responses varied from parent to parent but generally these were the responses given. (1) To gain self-confidence and pride in him or herself, (2) overcome shyness, (3) to have their own special friend to do things with, (4) to gain maturity, (5) to develop outside interests and have a chance to get out of the house. Question 8 asks who introduced the Big Brother or Big Sister and where -- the greater percentage responded, the counselor, at our home. Question 9 deals with volunteer problems and how to handle them. Most of the parents said they would contact the school counselor.

To give you a better insight into the individuals within the target population the questions have been broken down into individual responses in order to sensitize the reader.

To begin with, a general background of the parents or guardians might be helpful. There was no general overall description for these individuals. They ranged in age from 18 to 65 and were all uniquely different in life-style. But one area that was common to all is the economic status. Each family had its own problems ranging from divorce to illegitimate or abandoned children. The economic status was low, and in many cases, near or at poverty level. Every parent I talked with was very excited at what the Big Brother-Big Sister Program was doing to their family. Each of them appeared to care and worry about the welfare of their children and a program such as this one was greatly appreciated.

The responses for the first interview question reported on number 4 were almost all the same; that the school counselor contacted them and suggested that they put their child in the program. But the reasons for putting the children in the program varied from social adjustment problems, to shyness, to just a need for someone older to care for them. There were three parents

that learned of the program through the news media, i.e., radio, and they took it upon themselves to enter the child in the program because they saw the need. One person had a friend suggest it to her and she went through the proper channels to put her son in the program.

The next question, question 5, deals with the reactions to the program when it was suggested to them or when they heard about it. All but two parents felt it was a good program and the parents that took the initiative to enter their child on their own seemed to have more excited feelings about the program. This was the first time I noticed a definite split in the parents responses. Throughout the remainder of the summary this dichotomy becomes even more obvious. There were two parents that had mixed feelings about the program because they were not given any information about the program, they were just called and the counselor urged them to enter their child and briefly explained the program to them. They both felt if they had been given more information at the beginning then they would be more enthusiastic.

The second part of question 5 was interesting. Just one parent felt pressured into the program and she was one that was not given too much information about how the program was run. The rest of the parents answered a definite No! when asked if they were pressured into the program. Now for the interesting part -- the parents that took it on themselves to enter their child in the program all answered; "If anything, we pressured the Big Brother-Big Sister Program to let our child in." This supports the idea that these four parents appeared more excited about their child's involvement than the other twelve parents.

Questions 6 and 7 tended to draw similar responses, they were on the parents expectations viewed from their child's participation in the program. The following are responses given: overcome shyness, gain self-confidence, develop outside interest, be able to go places, show him or her someone besides me cares, to have a special friend, have a member of his or her own sex to model after and confide in, that an honest relationship will form and continue as long as each is alive. The two most common responses were that the child have someone take him places as generally the families could not afford to go much, and that they have someone special of their own and to count on each week and confide in. The parents all appeared to care about their children deeply and I think this is proof of their concern. They want their

children to be able to know the world around them and experience life instead of staying confined in their neighborhood and not growing intellectually. Many of the parents expressed an idea that maybe if their child were able to see the different aspects of life and what the world has to offer he might make something of himself and get out of the rut of day-to-day survival. The four parents that entered their child on their own interestingly enough were all single moms of boys and they all felt the need for a male figure for their son to confide in and do "men activities" with. These four parents had an insight into the problems, they saw something was missing and went about to fulfill the gap.

Question 8 asks how the parent met the volunteer and where. Nearly all the Big Brothers and Sisters were introduced by the school counselor at their home. There were four cases that the volunteer went out to the home himself, mainly because the parent was unable to get to the school.

The last question, question 9, deals with problems with the volunteer and how the parent would handle it. Generally the parents said they would contact the school counselor for the reason that they knew and trusted him. A few of the parents said they might call Bob Lee, Coordinator of the Big Brother-Big Sister Program, but they knew how busy he was so they would try the counselor first.

The following are comments given by the parents that took the initiative to enter their child in the program: "After all, it's my son and his friend; why push it off on someone else"; or, "I like to handle my own problems." It is interesting to note that each of these moms, who on their own entered their child in the Big Brother - Big Sister Program, either works or is attending some type of school. The other twelve parents I interviewed gave positive but mediocre responses, and just didn't appear as excited.

During the interview I jotted down some candid comments that might add to the responses already given. A few of the parents didn't feel enough time was being spent on the part of the volunteer. A lot of the parents added at the end of their interview: "Boy, this is a great idea and I would not trade it for anything." Many of the families had all their children involved in the program and a few parents expressed that the program was hard to get into and they felt lucky to be a part of the Big Brother - Big Sister program.

Child Data - Summary

The following section is a summary of the data gathered from the interviews of the children that attended one of the four target schools and entered into the Big Brother-Big Sister Program before December 1, 1973.

"My Big Brother is the greatest! He takes me to really neat places and always treats me real nice. I always feel good when he brings me back home." This was a common response amongst the children that I interviewed. Like the parents that were interviewed earlier the children are as different as night and day. There were smart kids and slow kids, skinny ones and fat ones, redheads and blondes. And each one wiggled with excitement as they told me about their Big Brother or Big Sister.

As in the parent data summary, question 1, that asks the name of the person being interviewed, will be deleted from this report. Question 2 deals with the age and school of the child. The children ranged in age from seven to twelve and were enrolled in one of the four target schools who qualified for Title I - PL 89-10 of ESEA.

Question number 3 is a check on school attendance. This question checks the attendance of the child in November of 1973 and checks it again in May of 1974. After this data was collected and I sat down to analyze it, I could find no trends in it. Some kids were never absent, a few were absent more often in November than in May, and a couple of them were absent more often in May than in November. But there were no obvious differences ir any of the children. I have drawn up a chart to display the attendance records that can be found in Appendix 1.

The responses to each question that I asked the children were strikingly different. Question 4, although a very straight answer question, got quite a few interesting responses. The question asks how the child met his Big Brother or Big Sister. All the children with the exception of one met their volunteer at school through the school counselor. In a couple of incidences the volunteer was introduced to the child in the lunchroom and they were able to talk, get acquainted, and make plans then. Five of the children met their volunteer at recess and were given the opportunity then to be alone and get acquainted. Seven of the children had their volunteer introduced to them in their classroom. I asked them how they felt when this

occurred and the response was generally; "I felt proud or important, because I knew a lot of the other kids wanted a Big Brother or Sister."

One very shy youngster explained to me when he met his Big Brother he was called to the office and he knew for sure he was in trouble. He said to me; "All the way to the office I tried to figure out what I did wrong, but when I got to the door there was a strange man standing there and he told me he was my Big Brother. I was so excited!"

The remaining five children met their volunteer at their homes, usually in the evening. This way the child and his or her parents met the volunteer all at once. I asked these children if it bothered them to have their parents there when the Big Brother or Sister came for the first time and they all said that it did not bother them and it made them feel not so shy or embarrassed.

Question 5 asks how often the children got to see their Big Brother or Sister. There were eleven children that saw their volunteer once a week, usually Saturday or Sunday. These children thought that it was fun to have a special day set aside to spend with their special friend. There were four children that were lucky enough to have time twice a week to spend with their Big Brother or Big Sister. These children seemed to me the type of youngster you would want to spend a lot of time with. They were full of exciting things to do and really kept their volunteer on the go. I personally know their Big Brothers and Big Sisters and they are exceptional young adults as far as donating their time and energy for a worthwhile cause. There is one little girl that only sees her Big Sister every other week, but she understands that her volunteer is very busy and seemed to be happy to have one at all. There were four children that had not seen their volunteer for about a month and were concerned that it might be their fault. This information was relayed back to the Big Brother Big Sister staff in hopes to clear this up.

The second part of question 5 deals with how often the child would like to see his volunteer. Surprisingly enough, over half of the children said they preferred to keep it at a once a week basis, mainly because they knew their volunteer was busy. Of course there were a few youngsters that thought it would be great if they saw their Big Brother or Big Sister every day! And there were four children that would like to spend time twice a week with their special friend.

There are endless numbers of activities offered to the Big Brother or Big Sister and their little friend. Question 6 asks the child what they have done together and below is a list of things they could remember they have done:

1) "played games at my place."
2) "we take walks to get our exercise."
3) "we eat lunch or dinner at a restaurant."
4) "bake cakes and cookies."
5) "we build stuff like dog houses and go-carts."
6) "take hikes up Skinner's Butte."
7) "he takes me to the show."
8) "go bowling."
9) "go dink around at Valley River and the downtown mall."
10) "we play at the park."
11) "play pool at Joe's Pool Hall."
12) "go to the library."
13) "swim at night."
14) "he took me duck hunting."
15) "we ride bikes."
16) "she calls me on the telephone."
17) "I help him in his job on Saturdays."
18) "we fish up the McKenzie River."
19) "we do crafts; like jewelry making."
20) "she takes me roller skating."

I am sure that this is not all they have done, but it does reveal some of the fun activities available to them. I noticed that when the child was asked to name a few of the things he or she had done with their Big Brother or Sister a look of delight appeared upon each small face. It seemed to me that they truly enjoyed each time they were with their volunteer, and anxiously looked forward to new and exciting activities.

The next question, number 7, is broken down into likes and dislikes of the Big Brother or Big Sister and disappointments he or she could have caused. The positive points or likes of the volunteers fell into three similar responses. Generally, when this question arose in my discussion with the children, they tended to say one, two, or all three of the following. First, he or she "takes me places and we do neat things together." Second, he or she "treats me real nice and I always feel good when we are together." And last, (he or she) "is a lot of fun to be with."

The second part of question 7 deals with dislikes. There were five children that all voiced the same complaint. They explained that their Big Brother or Sister did not come to visit them enough. This response was given by the four children that had not seen their volunteer in about a month, and the one child that only saw her Big Sister once every two weeks. With the exception of these five children everyone else seemed totally satisfied with their special friend.

The responses to the third part of question 7 was exactly the same as the preceding question. This question asks if the Big Brother or Big Sister ever disappointed the child. The same five children responded; "Yes, because (he or she) called me before and said (he or she) could not come." The remainder of the children could not think of any time they had been disappointed by their Big Brother or Big Sister.

It was very enjoyable watching each child's facial expression when I came to the question: Do you usually look forward to seeing your Big Brother or Big Sister? The responses were 100% yes! Each child had his or her own special look of delight and happiness when they responded with a booming; "You betcha!" or "Uh-huh!"

The next question, I feel, is a very important one because it gave me an insight into the type of relationship forming between the child and his Big Brother or Big Sister. The question asks who decides what the two will do. Much to my surprise and delight fifteen out of the twenty children said that they both decide, either by taking turns or by mutual agreement. Only two of the youngsters said that they alone choose where to go or what to do each week. Two of the children told me their volunteer chose the activities and then asked them if what was planned was okay. One child was involved in a unique situation. Each Sunday his Big Brother planned an outing and kept it a complete surprise until they had reached their destination. The young boy looked forward to this weekly surprise with great anticipation.

Question 9 was put in to ease up on the interview and to get an insight on possible problems in the relationship. The question asks if the child can remember any time that he or she really bugged their volunteer. To get a positive response I had to "dig," and make the child think. In five instances I got the response; "...well, there was this one time." As I listened to each case I could see no real problem arising out of what happened.

Each case was the usual day-to-day conflict. But I would like to share the stories as they all were quite comical. The first conflict occurred when the child and his Big Brother rode out to Valley River on the bus and because the boy wanted to stay over the hour allowed on the bus transfer his Big Brother had to pay double bus fare. The little boy knew his Big Brother was upset with him and he told me that he made a promise to himself to never do that again.

The second incident occurred when a child invited her volunteer to have lunch at the school cafeteria. "The lunchroom was noisy and all the kids were really acting dumb" she explained. She just knew her Big Sister was bored and she felt embarrassed.

One rather active 5th grade boy helps his Big Brother work on Saturday. One Saturday afternoon he was caught playing around with the work equipment and really got in trouble. He said; "I knew he was really bugged with me that day!"

The fourth story was told by a little boy from a large family. He said his younger brothers and sisters always call up and bother his Big Brother. They would also try to tag along on every outing. The boy explained to me how he feels dumb when his brothers and sister mess around like this. He said that his Big Brother tells him it does not matter and not to feel bad. "But I know he is just being nice--I know it bugs him," he explains.

The last story happened when a Big Sister spanked her dog for messing in the house. The little girl said she felt so sorry for the dog that she hit her Big Sister and told her she was mean. The Big Sister explained that the spanking was necessary for the dog to be housebroken. After this explanation the little girl told me she felt stupid for what she did and she knew she had bugged her Big Sister.

Question number 10 is a parallel to question number 9 on the pre-parent interview. It deals with who to go to if a problem arises with the volunteer. Even at this young age the children tended to answer similarly to the parents. The four more outgoing parents that I interviewed said they would speak with the volunteer personally. Their children gave the same response. One of the children said he would not only speak with his Big Brother, but to his Big Brother's wife also. I might add that this child seemed to have a unique

relationship with these two volunteers. The other sixteen children responded half and half between talking with the counselor and talking it over with their mother.

The final question asked if the child wanted a Big Brother or Big Sister next year and if so why. Eighteen of the youngsters definitely wanted one next year and most of them wanted the same one. The children that preferred a new volunteer next year were the four children that had not seen their volunteer in over a month. The two children that did not want a Big Brother next year were sixth grade boys and they felt they were too old.

The reasons for wanting to continue this type of relationship ranged from; "it's fun," to "I need someone older." The general response from every youngster was; "it makes me feel real good to get away and have my own friend." There were also answers like; "it gets me out of the house," "it is fun to go different places all the time" and "because we do neat stuff."

The responses to each of the questions were so diversified that I cannot draw just one overall conclusion, but there are a few generalities I have come to. First, each child seemed to love and treasure each activity he or she did with the volunteer. I could sense this as the two of us talked about the things they had done and planned to do with the Big Brother or Big Sister. Secondly, the children all felt special and important, in a way, to be a part of the Big Brother - Big Sister Program. And finally most of the special friendships appeared to be developing into a true and honest relationship.

Post-Parent Data - Summary:

The following section is a summary of the data gathered from the interviews of the parents or guardians interviewed in report #2. This information was collected four months after the initial interview was conducted. The purpose of a second interview was to find out if the child and his volunteer are forming a meaningful relationship, and to discover any problems the two might be confronted with.

The first two questions in the post-parent interview asks the name of the parent (1), and the name of the child (2). As in reports #2 and #3, these questions will be deleted from this report. Question number 3 deals with the school that the parents child or children attends. As mentioned in the previous reports the children are enrolled in one of the four target schools who qualified for Title I, PL 89-10 of ESEA.

Question 4 is a checkback on question 5 in the child interview. The children were asked in February how often they saw their volunteer and in May the parents were asked the same question. Out of the eighteen parents, answers were split fairly evenly between four responses. A tabular overview of the child-volunteer contacts can be seen in Appendix 2. There were two youngsters that increased the visits from once a week to twice a week. In each of these cases the volunteer came by during the week to see the child and then the two of them did an activity together on the weekend.

There were three children that were seeing their volunteer twice a week in February and their parents told me in May they still saw each other twice a week.

The next group of seven youngsters told me they saw their Big Brother or Big Sister once a week, with the exception of two children, and each of their mothers responded the same three months later. The exceptions to these cases were two children that in February saw their volunteer only once a month, but in May the visits had increased to once a week.

The next group of two children told me in February they saw their Big Brother or Big Sister once a week, but in May the parents told me the visits were cut down to every other week or twice a month. This took place because of lack of time on the volunteers' part. There was one girl that only saw

her Big Sister twice a month in February and her mother said she had continued in the same manner in May.

The next group of five children were a real disappointment. Each of these youngsters had to terminate their friendship with their volunteer either because of lack of interest or he/she was too busy to keep in contact with the child. Two of the mothers told me that the Big Brother or Sister was too busy with his/her job and had to stop the visits and outings. One of the volunteers in this situation told the youngster he would try to plan outings when summer arrived. The other three mothers were sure that the problem lay between the volunteer and themselves. The moms felt there was a definite conflict of personalities and life-styles. None of these moms tried talking with the volunteer to settle their differences until it was too late. Two of these children were seeing their Big Brother or Big Sister once a week in February. Two of the children were having problems in February and seeing the volunteer only once a month. The other child used to see her volunteer twice a week.

These last 5 children illustrate the downfall in volunteer programs--you have no hold over them and they can quit anytime, especially when there is a problem they come up against. But on the whole, I think the volunteers have done their part and made these youngsters very happy.

Question 5 asks who decides what activity the child and volunteer will do. Surprisingly enough the answers were identical to what the children responded in February. Fifteen of the parents said that the outing or activity was a mutual agreement between the two. Two of the parents explained that the volunteer suggested things to do and they either agreed on it or decided on something together. Two of the children decided what they wanted to do then checked with their Big Brother or Big Sister. The little boy that was involved in the unique situation of having the activity be a surprise had the situation altered a little. The parent told me now that the child and the Big Brother are such close friends they make the activity decision a mutual one.

The responses were so diversified to question 6 that I will display each individual response. The question asks what the parent feels his or her child has gained from the program. Six of the parents said that their child had gained a great deal from just having a special friend. They all

agreed that the friendship was a needed one. Another response which coincides with the friendship idea is that the child has gained the needed attention he lacked. Two mothers of young boys felt that the Big Brother had provided a male influence, which they were unable to give their sons. Two parents said having someone who really cares has helped their child achieve better in school. One of the parents just mentioned, also felt that the volunteer has helped her child overcome her shyness. The last parent felt that the Big Brother has provided assurance for her boy, in other words, the boy now has someone to count on each week and he is assured that his Big Brother will always be there when he needs him. The five parents that had to drop out of the program all agreed that their children gained from the one-to-one relationship but was hurt by the break-off of the friendship.

This same question, "What did your child gain from the program?" was asked in the initial interview with the parents but in a different way. It was worded as follows: "What do you expect your child to get from the program?" In comparing the response to both questions from each parent I frequently found the answers the same or very similar. The parent that explained how her child gained assurance from the volunteer also listed it as an expectation in the pre-interview. The mom that noted her child was getting the needed attention he lacked, explained to me in the pre-interview that her son needed someone to give him love and understanding. The parents that noticed their childrens' shyness was disappearing and their self-confidence was building, also stated these as expectations upon entering the program. There were two children that were achieving better in school and appeared to be growing up, and their parents explained in the pre-interview that these were two things they would like to see as an outcome from the program. The two moms that explained the need of a male image for their sons noticed the impact on their child after his involvement in the program. All six parents that noticed their child had gained a great deal from the friendship with the volunteer also listed it as an expectation along with various other things. In fact, the greater percentage of parents noticed how the relationship between their child and his or her volunteer had helped tremendously.

Question number 7 was a parallel to question 9 on the pre-interview. It asks: "If you had a problem with the volunteer who would you ask for help?" The five parents that had to drop out of the program because of no

Big Brother or Big Sister, all went to their school counselor. In two of these cases the problem could not be resolved because the volunteer lacked the needed time to spend with the child. But in the other three cases the parents felt they went for help too late, after the problem was too far out of hand. It is interesting to note here two out of the three parents mentioned above said they would take it up with the volunteer if a problem arose. But when it came right down to it they avoided any confrontation.

All but three of the rest of the parents responded the same in both interviews on who they would ask for help if needed. The other three had changed their response from the school counselor to the Big Brother or Big Sister. This was a real uplift to notice a few of the parents had developed a better rapport with the volunteer and felt at ease enough to discuss possible problems. All thirteen of these parents had not come up against any problems in the relationship so far.

Questions 8 and 8a ask if the volunteer ever disappointed the child and if so, how. Eleven of the parents could not recall anytime when the Big Brother or Big Sister disappointed or let down their child. The seven parents that knew of times their child had been disappointed by the volunteer said it was caused when the Big Brother or Sister failed to show up when he or she had made a date with the child. The five cases that dropped from the program said their child became disappointed when the volunteer did not visit them enough.

The final question asks the parents if they would like their child to have a Big Brother or Big Sister next year and if so, why. All eighteen parents said that they would like their child to be involved in the program next year, but it would depend on if the child wanted to. The reasons to continue this type of relationship were numerous so I will list each one.

1) "Both my kids like the special attention, and I think it is a great idea."
2) "It gives my son something to look forward to each week."
3) "I know she enjoys having her own special friend to do things with."
4) "Both boys really enjoy going with their Big Brothers and having someone outside the family to talk to."
5) "It really let Billy know that someone besides mother does care about him."

6) "The relationship has helped her in her school work and has built up her self-confidence."

7) "Because a Big Brother makes Jessie happy and proud."

8) "We hope to have the same Big Sister because the two are such 'great' friends!"

9) "It has really helped my boy mellow out."

10) "Our home is not all that stable and my son needs someone he can count on."

11) "We are hoping for the same volunteer because she handles my girl so wonderfully."

12) "I feel it is great for him to get out of the house."

13) "I feel it is good for him to get out and experience new things."

14) "My son needs the male influence."

15) "It is a needed friendship, and fills my child with happiness."

16) "My boy needs a man around to set him straight."

17) "He needs a guy around to do things with and confide in."

18) "My child needs someone special just to care. "

In summing up this data I feel a fairly clear picture can be drawn about the overall success of the Big Brother Big Sister Program. All of the parents gave very positive feelings and responses about their child's involvement with the exception of the five that had to drop from the program. Each of these parents felt this special friendship relationship brought joy and happiness into the child's life. The newly acquired friend has become a very integral part of all of their lives.

Appendices

Appendix 1

Attendance Chart

Child	Days Absent November	Days Absent May
Jeff	0	0
Dewayne	0	0
Shelly	7	2
Jimmy	0	0
Billy	7	4
Jeff	2	4
Linda	0	1
Rick	0	0
Gregg	1	0
Renata	7	6
Jessie	8	3
Arlina	3	0
Fred	0	0
Karen	0	0
Jessie	0	2.5
Leon	0	0
Windy	2	2
Karla	5	0
Tommie	4	2
Monty	0	0

Appendix 2

Tabular Overview of

Volunteer - Child Contacts

Child	No. of Contacts February	No. of Contacts May
Jeff	1 a week	2 a week
Billy	1 a week	2 a week
Jessie	2 a week	2 a week
Leon	2 a week	2 a week
Windy	2 a week	2 a week
Karen	1 a week	1 a week
Karla	1 a week	1 a week
Rick	1 a week	1 a week
Gregg	1 a week	1 a week
Shelly	1 a week	1 a week
Jimmy	1 a week	1 a week
Fred	1 a week	1 a week
Renata	2 a month	2 a month
Jessie	1 a week	2 a month
Linda	1 a week	2 a month
Tommie	1 a week	dropped out
Arlina	2 a week	dropped out
Jeff	1 a week	dropped out
Monty	1 a month	dropped out
Dewayne	1 a month	dropped out

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402 503/687-3123

December 5, 1973

Dear Counselor,

I am conducting an evaluation for the Big Brother-Big Sister Program through the University of Oregon's Program Evaluation and Development School. This year the Big Brother/Sister Program decided to key in on target children and their parents or guardians, instead of adding that responsibility onto your busy schedule as has been done in the past.

I would like to come out to your school to get acquainted with you and discuss the target children in your school. For example, maybe discuss times I could set up interviews with the children.

Enclosed is the basic format from which the evaluation will be based, and general information about the evaluation. You might glance over this and see if there are any questions that come to mind.

I will call next week to set up a time we can talk about the children and my evaluation. If you have any questions, feel free to contact either me or Bob Lee at 687-3320.

Sincerely,

Diane Glass

Diane Glass

Appendix 4

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402 503/687-3123

December 1973

Dear Parent,

I am a staff member at the Big Brother-Big Sister Program and would like to come out to your home to ask a few simple questions regarding the program. An example of the questions I might ask could be: "What do you expect your child to get out of the Big Brother-Big Sister Program?" What you can tell me about your reaction to the program may increase the number of Big Brothers and Big Sisters.

I will be calling you in the next couple of weeks to set up a time to visit with you. If you are without a phone I will send a message through the school counselor. Please feel free to contact your school counselor if you have any questions regarding this letter.

Sincerely,

Diane Glass

Diane Glass

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402 503/687-3123

December 1973

Dear Volunteer,

I am conducting an evaluation for the Big Brother-Big Sister Program through School District 4J under the supervision of Charles Stephens and Bob Lee. We thought it would be a good idea to let you know about the evaluation as I will be talking with your Little Brother or Sister and his or her parents. If you have any further questions you may contact me, Diane Glass, at 747-1100 or Bob Lee at 687-3480.

Sincerely,

Diane Glass

Diane Glass

Appendix 6

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402 503/687-3123

April 1974

Dear Parent,

Remember me? Diane Glass from the Big Brother Big Sister staff? I would like to call on you again to see how your child is doing in the program.

I am living out of town now so I will not be able to call and set up a time we can visit. But I will be in town the first week in May and I hope to find you home during that time.

Sincerely,

Diane Glass

Diane Glass

Appendix 7

Parent Interview

1. Name: _____

2. Parent or Guardian of: _____

3. Child's School: _____ Age of Child: _____

4. How did you learn about the program?

5. What was your first reaction to the program when it was suggested to you?

5a. Did you ever feel pressured into the Big Brother/Sister Program?

6. What did you hope would happen in the friendship between your child and the Big Brother or Big Sister?

7. What do you expect your child to get from the Program?

8. Who introduced you to your child's Big Brother or Sister?

8a. Where?

9. Where would you go if you had a problem with the volunteer?

10. Other Comments:

Prepared by: Diane Glass, for
Office of Research, District 4J
January 1974

Appendix 8

Post-Parent Interview

1. Name: _____

2. Parent or Guardian of: _____

3. Child's school: _____

4. How often did your child meet with his/her Big Brother or Big Sister? _____

_____

5. Who usually decided what they were going to do? _____

_____

6. What do you feel your child gained from the program? _____

_____

_____

7. If you or your child had a problem with the Big Brother or Big Sister who did you ask for help? _____

_____

8. Did the volunteer ever disappoint your child? _____

8a. How? _____

_____

9. Would you like your child to have a Big Brother or Big Sister next year? _____

9a. Why? _____

_____

_____

Prepared for: Office of Research
by Diane Glass

March 1974

Child Interview

1. Name: _____

2. Age: _____ School: _____

3. Attendance in November: _____ May: _____

4. How did you meet your Big Brother or Sister?

5. How often do you see your Big Brother or Sister?

5a. How often would you like to see him or her?

6. What do you do with your Big Brother or Sister?

7. What things do you like about your Big Brother or Sister?

7a. Dislikes:

7b. Has he or she ever disappointed you and how?

7c. Do you usually look forward to seeing him or her?

8. Who decides what you are going to do?

9. Can you think of times you have bugged your Big Brother or Sister?

10. If you had a problem with your Big Brother or Sister who would you go to for help?

11. Do you want a Big Brother or Sister next year?

Why?

Prepared by: Diane Glass, for
Office of Research, District 4J
January 1974